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ABSTRACT

The seminar reported in this document drew on the findings of Project No. 8 of the Council of Europe's Council for Cultural Cooperation in an effort to determine priorities for making improvements in Greek primary education. Other objectives were to familiarize educators and administrators with new primary school curricula and the project's findings regarding methods and means. About 300 pedagogical advisers, administrative officials, and teachers from various regions in Greece attended. This report provides the texts of presentations and reports on group discussions. Lectures concerned the chief messages of Project No. 8 concerning innovation in primary education, school improvement from within, the role of head teachers in innovation in primary schools, and innovation in Bulgarian primary schools. Reports on group discussions concerned innovation and school improvement and the role of the head teacher in innovation. Addresses on new primary school programs dealt with the institution and implementation of new curricula, foreign language teaching, physical education, remedial teaching, and new curricula for music teaching. Final remarks of the General Rapporteur and appended materials consisting of the seminar agenda, questions for discussion, and a participants list, conclude the report. (RH)

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Project No. 8 of the CDCC
"Innovation in primary education"

Dissemination of the project's findings

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7th National Seminar:
Greece - Delphi, 19-23 September 1988

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Council for Cultural Co-operation
School Education Division

Strasbourg 1990

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The CDCC's Project No. 8
"Innovation in Primary Education"

DISSEMINATION OF THE PROJECT'S FINDINGS
7TH NATIONAL SEMINAR:

GREECE

Delphi, 19-23 September 1988

Report written by George MAVROIDIS
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Athens

The points of view expressed in this report do not necessarily reflect those of the Council for Cultural Co-operation of the Council of Europe

COUNCIL FOR CULTURAL CO-OPERATION (CDCC)
School Education Division

Strasbourg 1990

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I. INTRODUCTION

I.1 Organisers

Three bodies combined their efforts to organise the Delphi seminar (19-23 September 1988).

a. The Council for Cultural Co-operation (CDCC) of the Council of Europe. The seminar therefore partially fits into the framework of the dissemination of the findings of Project No. 8, "Innovation in Primary Education", at the national level.

b. The Ministry of National Education (Directorate of Studies and Programmes on Primary Education) in its initiatives to introduce innovations in primary schools. Both the law 1566/1985 relating to the structure and functioning of primary education, and the ministerial order 1/636/5.10.1987 made provision at that time for drafting and experimenting with new curricula for aesthetic appreciation, physical and musical education, and foreign language teaching. This innovation was directly linked with the work of Project No. 8 and with its conclusions and recommendations.

c. The European Cultural Centre at Delphi, which was so good as to make its entire infrastructure available to the Ministry for this seminar, including accommodation for all the participants.

I.2 Objectives:

It is of interest to place this seminar in the context both of CDCC Project No. 8: "Innovation in Primary Education" and in that of the national project for implementing new curricula in primary schools.

a. A first objective therefore consisted in draving on the findings of Project No. 8 in determining the trends which should be given priority in order to bring about improvements in Greek primary school education.

b. A second objective was to familiarise the educationalists and administrators concerned with the new curricula and to inform them about the findings of this experimental phase as regards methods and means, and how they ultimately developed.

I.3 Target groups:

This colloquy was designed to attract three professional groups:

a. Pedagogical advisers who would subsequently act as multiplying factors in their areas.

b. Administrative officials: teachers, directors of pedagogic centres.

c. Teachers from various regions in Greece participating in the work initiated by Dr. Dook KOPMELS, Director of the Regional Pedagogic Centre of Zeeland, on "Teacher Effectiveness Training".

A total of about 300 people attended this seminar in Delphi.

II. ADDRESSES

II.1 Opening of the seminar

After a brief opening address by the Prefect of the department of Delphi, Mr Th. GEROU, Chairman of the seminar, welcomed the participants and in particular the representatives of the CDCC:

Mrs Giulia PODESTÀ, Head of the School Education Division, Directorate of Education, Culture and Sport of the Council of Europe.

Dr. Dook KOPMELS, Representative of the contact school plan set up within the framework of CDCC Project No. 8, and Director of the Regional Pedagogic Centre of Zeeland.

Dr. Antonis PAPADOPOULOS, Director of Primary Education, Ministry of Education (Cyprus), and member of the Project No. 8 group,

as well as the other speakers.

Mr GEROU stressed the importance of the work involved in Project No. 8 in which he had participated from the outset, as a member of the project group. This work had largely prompted the drafting of new curricula for primary school teaching in Greece.

While emphasising that the Council of Europe had, as always, grasped the essential needs of European society, he warmly thanked this institution for organising the seminar and underscored the resolute and efficient role played by Mrs PODESTÀ, who had been the mainspring of it. Her activity had been decisive in bringing about this meeting, at a time when the new curricula were the subject of discussion and experiment in Greek primary schools.

Without having questioned the oracle, no one could begin to imagine the difficulties encountered by Mrs PODESTÀ: fortunately these had been overcome, so that the organisers had the pleasure of welcoming all the participants who had come together to carry out constructive work in Delphi, this magnificent beauty spot.

On behalf of the Secretary General of the Council of Europe, Mrs PODESTÀ thanked the Greek authorities and organisers of the seminar for the generous hospitality extended to the participants. She welcomed the latter, in particular Professor Georgi Stéfanov PASHEV from the University of Sofia, recalling Bulgaria's participation in a number of Council of Europe activities, both at the interparliamentary level and within the intergovernmental framework.

Quoting the essay in which Giorgos SEFERIS wrote, in 1961, that "... if Delphi pulsates with a radiant inner energy, this is certainly because no other place on earth has been so powerfully subjected to the combined moulding force of the dark and absolute light", she was

convinced that the "radiant inner energy" of that sacred environment would be conducive to a fruitful dialogue between those who were to be the protagonists of innovation as advocated in Project No. 8 and those who had contributed to defining its nature and scope and the ways and means of implementing it. Such a dialogue fulfilled the main criteria governing the activities of the European Cultural Centre, the role of which was to serve both Greece and Europe, in particular by providing a venue for exchange and dialogue on problems of European society and culture. In this context, she recalled the large number of meetings and events which had taken place at the centre under the aegis of the Council of Europe.

Recalling the general purpose of the Council as well as the objectives of the European Cultural Convention and the wider framework of the latter in view of the number of states parties, she briefly described the action of the CDCC, stressing the synergy between education and culture. Referring to the conventions on equivalence drawn up in the 50s and 60s - legal instruments creating the formal conditions for encouraging student mobility - she outlined the CDCC's progress in translating those formal criteria into tangible reality, involving a revision of the curricula and teaching methods as well as a reform of teacher training: hence the projects launched by the CDCC relating either to the teaching of a specific discipline - for example, history - or to a teaching cycle (eg pre-primary, secondary, primary).

In regard to the latter, she explained the underlying philosophy, stressing in particular the plea for continuity contained in the final report on Project No. 8, not only between the different educational structures ("vertical" continuity), but also between the influence of the family and that of the school ("horizontal" continuity), and the experts' concern to reduce the gap between the different sources of learning. By way of illustration of the project's various facets, and in particular the unifying topic on which the experts had concentrated their efforts - innovation: its nature, scope and management -, she stressed the role which schools were required to play as educational communities in the true sense of the term, associating all the partners - the key concepts in this context being commitment, co-operation, interaction, leadership by the headteacher, synergy between research and action - as well as the need to redefine the objectives of primary education.

After explaining the methods used by the project group, she expressed her deep gratitude to Mr Theophrastos GEROU, Mr Stratis KOROMILAS and Mr Giorgos MAVROIDIS - all closely associated with the group's work - and paid tribute to and warmly thanked the lecturers from the CDCC, Dr. Antonis PAPADOPOULOS and Dr. Dook KOPMELS, whose roles both within and outside their countries had been decisive in carrying out the project and disseminating its findings.

On an invitation by the Chairman to intervene on behalf of the Cyprus participants, Dr. PAPADOPOULOS thanked the Hellenic authorities. Referring to his country's tragedy and to its struggle for survival in genuine independence, he expressed the hope that the ongoing inter-communal talks would meet with success: he called on the international community, whose support was essential to this end.

Mrs PODESTÀ recalled that the Council of Europe continued to regard the government of the Republic of Cyprus which was represented in the Committee of Ministers as the sole legitimate government of Cyprus; and that it continued to be in favour of the sovereignty, independence, territorial integrity and unity of the Republic of Cyprus. The Council too placed great hopes in the current talks.

Professor PASHEV thanked the authorities of the host country for their invitation to this seminar, to which he intended to make his contribution.

II.2 Lectures

II.2.1 THE CHIEF MESSAGES OF PROJECT NO. 8
"Innovation in primary education"
by Antonis PAPADOPOULOS (1)

The numerous pressures which were becoming apparent throughout the world and were exerting an ever-increasing influence on social life inevitably had an impact on the educational system of each country.

In the face of those pressures, which were of both an external and an internal kind, how were primary schools developing in a changing world? What should be the response to the problems they entailed? Innovation could be the tool for bringing about the necessary adjustments; interesting conclusions could be deduced from a study of it which enabled valuable recommendations to be formulated.

1. The pressures

External

a. They were the consequence of demographic changes such as drop in the birth rate in the Western World. The decrease in the school population led to the abolition of certain classes and a decrease in the number of teaching staff, and also caused uneasiness among the latter; whereas a contrario parents who had been made aware of the problems were becoming increasingly involved in school matters.

b. The economic crisis accentuated this aspect of states' school policy by generating social and budgetary priorities - social welfare, combating unemployment, youth employment, economic support - to the detriment of the school budget.

c. The multi-ethnic and multicultural composition of society in each country also contributed to modifying the educational situation in terms of cultural comparisons and cross-fertilisation, with the aim of integrating - not assimilating - foreigners.

d. The influence of the media: - television, cinema, press, new information technologies - restricted the influence of teachers and confronted them with the problem of transmitting information and acquiring knowledge.

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(1) This summary of the lecture delivered in Greek by Dr. A Papadopoulos constitutes a synthesis of the final recommendations and conclusions of project no. 8.

e. The new family structure characterised by women at work, parents being less readily available, and decrease in family communication, meant in a transformation of the family unit which, having lost its economic role, became essentially a form of communal life based on emotional and sentimental bonds. Children between the ages of 5 and 12 were directly affected by the inevitable changes involved.

Internal

They referred to the discovery of the child's own personality and its individual reactions.

a. In this connection, it might be maintained that present similarities arose out of past differences. The "traditionalists", influenced by behaviourism and the pursuit of efficiency, gave priority to the role of the teacher delivering his lessons with clarity and authority and being strictly objective in assessing pupils' results. A contrario, the "progressives" stressed the role of the pupil's personal choice and asserted the existence of a general process of natural progress taking place within an established and irreversible universal order, impervious to educational intervention (Piaget).

More recently, researchers had stressed the ways in which a child interacted with its social environment. This conditioned its development both on the psychological and emotional and on the intellectual plane.

b. Hence the child was not a passive recipient of information. The way children think (and this was moreover partially true of adults) was to a large extent connected with the situation in which they found themselves and their experiences of life; those factors in turn were incorporated into a network of relations and inter-relations specific to the socio-cultural context.

The child's thinking process only gradually became detached from the frame of reference conditioned by its subjective experience. The difficulty of the learning process was largely due to the fact that children had difficulty in broaching a problem correctly and developed mistaken ideas about the latter.

The teacher would accordingly have to accompany the child in evolving a thought process independent of its figurative content, either by offering appropriate guidelines (factual and concrete support), or by creating educational situations involving communication, or by combining the two possibilities.

c. Success at school: the existence of a capacity to adapt and to learn was generally acknowledged today. This skill in using learning strategies was largely transmitted by mediators such as parents, teachers and friends, the absence of which might result in "cultural deprivation". Some children who were victims of such a deprivation before attending school did not have the decoding instruments required to understand "the rules of the game" in school society and to adapt to their "job" of being a pupil.

d. The desire to learn: continual learning only took place if children had developed a need to learn and not, as used to be thought, by the application of external pressures. A demanding

attitude and a message enabling the child to develop a positive view of itself encouraged its intellectual, psychological, emotional and social development.

e. Learning: going beyond both the behaviourist perspective - which regarded the pupils' behaviour whilst learning as a reaction to the teacher's educational style - and the constructivist position - to the effect that the child was the sole agent of its own development; and by adding to the knowledge of the individual's clinical psychology that of the social psychology of groups, enabling teachers to shed new light on the concept of a school community.

Learning would constitute a special dialogue between the child and its teacher: ie a successful communication.

f. The educational contract. Thus moving away from an external control of learning, the trend was towards an internal and diversified control, partially exercised by the pupil in his interaction with the class group, the teacher and the subject studied.

g. School assessment. Traditionally, the assessment of a child's level of achievement by comparison with the required standard was directed towards a more dynamic definition and a more differentiated approach, enabling the pupil to obtain the appropriate educational support and offering him the possibility of controlling his training himself through systematic self-evaluation.

However, this approach implied differentiated teaching methods, restricting collective treatment to the absolute minimum, and a large measure of structural flexibility taking individual rhythms into account.

2. Primary school in a changing world

The application of external or internal pressures was highly variable with regard to their intensity and the time and place in which they were exercised, but every country, each in its own way, had shown that it obviously felt schools should adapt.

A unanimous agreement between member states made it possible to define the objectives of primary school teaching, the purpose and scope of which nonetheless fluctuated by reference to differing concepts of man, the child and society.

Hence there was a variety of choice in educational projects, which however shared substantial common characteristics, namely:

a. A qualitative concept of training, the primary cycle being regarded as constituting basic education, concentrating on increasing the content without detracting from it in any way, it being impossible to determine what was essential.

Compulsory schooling was the central concept, and its purpose was to ensure a general training and to provide a basic equipment in which knowledge consisted of both practical skills and life skills.

b. To this end, it was necessary to respect and uphold the individuality of the child. Educational practice hinges on the role of the school, which was to gather together children from all sorts of

backgrounds and of varying aptitudes, in the threefold unity of place, time and action: it was consequently hemmed in by the opposite of unity and diversity.

Thus genuine equality of opportunity implied a differentiated pedagogical approach affecting the content of subjects taught, the standard of learning objectives, teaching methods and the time required to acquire knowledge.

c. The need for continuity in the child's education also became apparent, its development being characterised by progress, which nonetheless went hand in hand with phases of stagnation, or even of regression; continuity in teaching facilities, between ordinary and special teaching, and between school and family life.

d. This presupposed improvement in the functioning of the school which was increasingly considered as an organisation, a genuine educational community, with a broader sphere of action, gradually becoming the place where educational projects took shape.

Simultaneously, a profound change had taken place in schools, where teachers could no longer limit themselves to being educational "masters", confined to the traditional classroom role. In view of the new school requirements, they were expected not only to be on top of their subject, but to know how to organise, observe, stimulate, evaluate and implement compensatory strategies. Teachers could only fulfil those roles in co-operation with their colleagues, within a group and by dint of systematic and coherent in-service training. In future primary schools would need genuine experts in communication skills.

3. Innovation, a response to pressures a and tool for implementing necessary adjustments

This meant adapting the school system - teaching structures and numerous levels of operation - to the requirements emerging in our society.

The factors involved comprised the central authority, responsible for the choice of policies and measures for implementing them, local officials in charge of education, officials responsible for running schools, the teaching body and parents.

The styles of innovation recorded by the project group

a. The course development approach consisted in regrouping the teachers under the auspices of the local education authorities, so as to explain to them the aims and methods of the innovation, their task then being to convince their colleagues.

b. The training team approach: selecting teachers responsible for planning the in-service training programme, running it, and later helping their colleagues to introduce the changes.

c. The school-based approach: each school implemented the changes itself, as a response to its own specific needs.

d. The cluster approach: a similar problem was studied by several schools.

e. The consultancy approach had recourse to an outside expert.

f. The cascade approach, which was very seldom used, was focused on key staff who became responsible for the training of others, who in turn trained more staff, the system being based on groups of consultants who could act as links between several schools and thereby identify common features.

The implementation of innovation

a. This was facilitated by administrative support, the allocation of adequate resources, possibilities for teachers to meet and have time to reflect on practice, support of parents, additional help for pupils with learning difficulties, assistance by professional trainers or research specialists.

b. Obstacles to innovation: lack of time, lack of adequate resources, lack of administrative support, reluctance on the part of some teachers, absence of shared decision-taking structures, failure of some heads to secure co-operation of parents and to obtain additional money, stress of teaching, lack of knowledge, failure of national or local policymakers to take account of schools' special circumstances.

Implications for initial and in-service teacher training

Despite the weight and volume of research in all countries into teacher effectiveness, no consistent approach to the training of new entrants into the profession had evolved. Practices were frequently suggested to them which conflicted with those they saw operating in the classroom; hence there was a gulf between theory and practice.

The ineffectiveness of the training given to student teachers was due to the fact that they modelled their practice on the classrooms where they had received their training and on their own memories of childhood experiences as pupils. Hence they were learning practices from experienced teachers, who were themselves undergoing retraining to encourage them to change those practices!

At the present time, "IT-INSET" programmes in many countries combined initial and in-service training in an action approach, where the classroom acted as a laboratory in which teachers analysed their own teaching methods. A student teacher worked as an assistant to an experienced teacher who was himself receiving in-service training, and who sometimes acted as an observer and sometimes taught alongside the classroom teacher. That made it possible to examine specific problems and search for appropriate solutions.

4. Conclusion

a. The external pressures apply to the whole of the social field and are therefore external to educational systems. They result from the downward demographic trend, the slackening or halting of economic growth, a change in the composition of society as a result of large-scale intermingling of populations and the explosive increase in means of communication and changes affecting families' internal relationships and economic functions.

These pressures are combining with others within education systems themselves and stemming from a better knowledge of the processes of child development and knowledge acquisition. They call for teaching methods meeting the needs of each and every pupil which study the mechanisms whereby a child interacts with his or her environment, pay particular attention to explaining to the child the "rules" of school so that he/she can do his/her "job" as a pupil, incorporate the idea that learning is the result of successful communication between all members of the group-class, and consider that formative assessment is an integral part of this process, as the pupil is made clearly aware of the objectives to be achieved and the path followed, as well as being kept informed about his progress.

b. These various pressures and demands give rise to substantial changes and new expectations: already education projects have been drawn up which give priority to successful teaching, continuity in the child's education, and creation of an educational community, a teacher training system adapted to these objectives and to the transformation of his/her functions.

Successful innovation requires joint involvement of the various decision-making and management levels of school systems and the involvement of the various participants in the educational process, together with genuine communication between them, focusing attention on experience and direct participation. But such an innovation will only be valid if it is based on the planning of action: judicious involvement of the participants, clearly defined objectives, response to a question that has itself been formulated through prior analysis of the situation.

Recommendations arising out of these conclusions.

a. The objectives of primary education, which is of fundamental importance and, far from being confined to the basic skills of reading, writing and arithmetic, should give children a wider perception of their immediate and more distant environment, include the following: stimulating harmonious development according to their full physical and intellectual potential and their aesthetic awareness, and encouraging their creativity; enabling them to acquire and exercise the democratic values of tolerance, participation, responsibility, respect for others; stimulating the development of knowledge (life skills - know-how) and learning techniques enabling them to meet the demands of secondary education, work, the family and the community; enabling the personality of each child to develop by taking into account its personal characteristics.

Primary education is a vital stage in an ongoing educational process which continues throughout one's life.

b. The organisation of primary education.

Efforts are being made universally to guarantee that all children are successful in pursuit of the objectives defined above. These objectives should be followed up and expanded; this presupposes genuine differentiation in teaching curricula, integration into the ordinary educational system of children with special needs, a qualitative improvement in teaching (innovative schemes and support for them), continuity between pre-primary and primary education and between the latter and secondary education.

c. Curricula.

For certain disciplines, various recommendations arise out of the work of Project No. 8. In primary schools, mathematics ought to be treated as a discipline providing the pupil with the means of apprehending, discussing and representing real-life situations in mathematical terms.

Science and technology should be designed as a single unit and should be perceived as such. In the domain of the new technologies, it is essential that children should learn to read images and even produce them, and become familiar with computers.

One cannot over-emphasise the need to integrate media studies into practical teaching, either by including it as a new subject in its own right or as an additional dimension to existing subjects and disciplines.

The inclusion of a second language other than the mother tongue in primary education would give children a broader view of the world as well as enhance their moral, cultural and social development.

A genuine and active understanding of the environment by the child can be encouraged by inducing it to become aware of its surroundings, heritage, language and local culture, by interdisciplinary teaching incorporating those factors in a multi-cultural context.

d. The conditions necessary for an innovation to be successful include the emergence of local school projects which fit into a wider framework, devised as tentative answers to the situation in each school. They also call for special resources to be set aside for the innovation process: ie time, manpower and equipment.

e. The innovation process implies:

- that teachers have time set aside for planning their work and assessing their pupils' results, and can work in a team;

- that headteachers can co-ordinate action in the school and be given the benefit of sources of aid and support (inspectors, teaching counsellors and outside consultants);

- that parents should be aware of the need for genuine continuity between school and family.

Simultaneously, educational research should give priority to research into learning phases and periods, especially those linked to the children's bio-rhythms. It should continue research into the family, social and teaching mechanisms which hinder success at school and link the harnessing and assessment of curricula to the processes of learning.

Finally, provision should be made for setting up multidisciplinary research teams: educational sciences, biology, sociology, and the importance of teacher training - both initial and in-service - needs to be stressed.

f. It is vital that the results of Project No. 8 should be widely disseminated by every possible means. Action has been taken to that end in various countries. The continuation and expansion of those activities would be a step in the construction of Europe, which constitute the dream of the present generation.

II.2.2 SCHOOL IMPROVEMENT FROM WITHIN
by Dr. DOOK KOPMELS

Dr. KOPMELS, representative of the "Contact School" Plan, Director of the Regional Pedagogic Centre of Zeeland, Netherlands, in his address entitled "School improvement from within", briefly outlined the main themes of his report entitled "Innovation in schools - the Contact School Plan" (CDCC (88) 15 = DECS/EGT (87) 34).

Dr. KOPMELS accordingly presented the model of five zones of school improvement from within by which a change for the better in schools could be achieved. The zones were as follows:

Zone 1: Educational goals and principles;

Zone 2: Organisation of education;

Zone 3: Content of education;

Zone 4: Organisation of the co-operation of the teaching staff;

Zone 5: Organisation of external contacts.

The experience of the Regional Pedagogic Centre of Zeeland and the principles on which it acted were also mentioned by the speaker, who concluded his address by emphasising the need for development in other sectors. This consideration had constituted the central concept of a questionnaire addressed to the participants during discussions in working parties (cf Appendix 2, questionnaire No. 1).

This theoretical statement was followed up by a practical training course organised and led by Dr. KOPMELS and his assistant, Mr Ben REU, the topic of which was "Teacher effectiveness training".

Twenty-five teachers - divided into five working parties, each of which was headed by a pedagogical adviser - had actively participated in this training course. The participants had shown great interest in this new educational technique and were to be responsible for disseminating information about it in their districts.

II.2.3 THE ROLE OF THE HEADTEACHER IN INNOVATION IN PRIMARY SCHOOLS
by Dr. Antonis PAPADOPOULOS

In his lecture (1) dealing with the role of the headteacher in innovation in primary schools, Dr. Antonis PAPADOPOULOS, Director of Primary Education, Ministry of Education, Cyprus, made two points:

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(1) Note by the Secretariat: A French version of the original Greek text has been reproduced in document DECS/EGT (89) 3, which constituted the CDCC's contribution to the workshop held by UNESCO at Rabat (14-18 March 1989). This had centred on the drafting of a methodological guide to the administrative and educational management of primary schools, for the self-training and training of principals.

- Our age was characterised by a profusion of new ideas and innovations.

- Education, as an institution responsible for training successive generations for the contemporary world, could not ignore the change, nor refuse to introduce innovation in the school system.

This led Dr PAPADOPOULOS to define the concepts of "change" and "innovation". It was apparent from his analysis that innovation in teaching came about through change in the attitudes of teachers.

Change was an individual matter: each person developed at his or her own pace, and even if the process of change was inevitable, before accepting it, each individual offered a greater or lesser degree of resistance to it, depending on his personality and his situation. Any change was difficult.

The process of innovation, for its part, was even more complex: not only was it bound up with the desire for change on the part of a mass of individuals of various status, but also with all kinds of external factors, which might or might not encourage it.

That was where the role of the headteacher came in:

- He had to have a sound knowledge of the process of change and of the teachers working with him, so as to be able to help each of them to develop as satisfactorily as possible (knowing how to encourage volunteers, ensure continuity, provide security, reward efficiency ...).

- He had to have a sound knowledge of the social, regional and institutional environment in which his school was situated, in order to iron out the obstacles and enable innovation to take place.

- He had to be able to implement methods and strategies of innovation. (The speaker was referring to the one proposed by CHIN and his followers.)

It accordingly became apparent that the role of the headteacher amounted to being primarily an innovator himself (Dr. PAPADOPOULOS borrowed the portrait of the innovator from JOHNSON, and turned him into a young, intelligent, adventurous, theorising, independent and non-conformist individual). His task consisted of setting innovation in motion, providing solutions throughout this process, and seeing that it did not depart from the direction defined at the outset. He was the stimulator and guarantor of conditions which were ideal for creativity.

II.2.4. THE INNOVATIONS IN PRIMARY EDUCATION IN BULGARIA
by Georgi S. PÀSHEV

In his address, Mr Pàshev, Professor at Sofia University, briefly outlined the issue of innovation in the Bulgarian school system and emphasised the following points:

1. The report is focused on a particular problem - a fact of innovation - part of the whole reform in the Bulgarian Educational System which started in 1981. The problem is: When should children begin school?

It has been chosen because:

a. It is representative for the way changes take place and for the ideas underlying the reform.

b. It determines the changes in methods, contents and organisation of the educational process in Bulgaria.

2. Primary education in Bulgaria is an essential, integral part of the whole course of school education. Its main purpose is to form a general concept of the laws of nature, society and the place of man in the world, to put the foundations of the moral and aesthetical development, of the economical, ecological and hygiene culture of the students.

The problem "when should children start school?" arose in view of the non-satisfying results, the increase in the number of children not ready for school education at the age of seven. Thus the question about school readiness became crucial for the solution of the problem.

3. The psychological investigations in different countries show that school readiness is connected with certain achievements in three main spheres of child activity:

a. The relations with the adults.

b. The relations with peers.

c. The sphere of self-consciousness.

The possibility to influence activity, the formation of necessary skills determined the choice of the age of six as more suitable for children to start school.

Such an understanding determined the changes in the methods and approaches, the contents and organisation of education.

a. In the sphere of methods emphasis is on the active methods with special attention to interaction and detection of individual achievements. Largely are applied play situations, observations, problem situations. Very characteristic is the practical direction of the work and the differentiation of the teaching approaches.

b. The content of the primary education has to give a general picture about the nature, social reality, man and his activity. It has several structural parts and is divided into ten subjects. The main principles on which these subjects are organised are: integration and interdisciplinary links, continuity, globality with gradual differentiation.

c. Prominent are the changes in the organisation of the educational process. Introduced is a five-day long school week, comprising the whole day of the children. They have classes to midday and in the afternoon, up to 5 pm, in a special place they take part in different activities, including lunch, rest, preparation for the next day, participation in groups according to their interests, games, etc. There are three various types of such programmes.

In conclusion:

a. The changes in the Bulgarian educational system, started in 1981, are still in process.

b. There is similarity in the patterns and direction of these changes with some of the recommendations and conclusions, as stated in the final report of the CDCC's Project No. 8.

II.3 Reports on group discussions

The general lectures summarised in the previous pages gave rise to group discussions. All the participants were accordingly divided into six working groups (of approximately 25 persons), each of them having a co-ordinator and a rapporteur.

This discussion was based on two questionnaires (cf Appendix 2 below), having as its central theme CDCC Project No. 8: "Innovation in primary education".

The main statements and proposals put forward during the group discussions, and centering on the five key areas determining any innovation, were as follows:

II.3.1 Theme No. 1: "INNOVATION - SCHOOL IMPROVEMENT"
The educational programmes and objectives:

- Ensuring the continuity of study programmes between the various educational levels.

- Encouraging the flexibility of curricula in accordance with the special features of the regions and the factors determining them.

- Developing the pupil's capacity for creative thought at the three educational levels.

- Disseminating the new curricula: at primary schools: aesthetic appreciation, physical education, musical education, modern language teaching, as well as remedial teaching for pupils with school difficulties.

- Co-ordinating and supporting the various educational projects drawn up by the regional training centres or educational institutes at the national level.

- Attributing special importance to the child's development (physiological, intellectual, emotional, social ....) and to the psychology of learning. Initial and in-service teacher training ought to be be used as a framework in which to fulfil this basic requirement.

- Giving consideration to leisure time and encouraging teachers to seek a balance between the pupils' purely intellectual activities and their playtime.

The organisation of teaching

- Updating the law 1566/85, concerning the structure and functioning of primary and secondary teaching.

- Organisation and planning of in-service teacher training at regional training centres. Provision should be made for new types of in-service training (retraining) for pedagogical advisers, administrative officials in educational departments and headteachers.

- Publication of official texts determining the responsibilities of various teaching agents.

- Upgrading the role of pedagogical advisers as trainers, researchers and educational guides in their areas, under the auspices of regional training centres and educational institutes.

- Organisation of a pilot school (appendix) in each educational area, where the innovations in teaching would be planned and applied, as in "contact schools".

Co-operation between teachers

- Drawing up joint projects of innovation. Team work among teachers constituted the key to the success of any innovation. In this context, it would be necessary to give priority to co-operation between teachers and making them aware of their responsibilities.

- At the school or regional level, drawing on the abilities of teachers with a special training or specific abilities and involving them in any innovatory project.

- Experimenting with other forms of teaching based on educational team work projects, ie: a teacher would teach the same subject in several classes or schools (art, foreign languages, etc ...).

- Considering various innovatory projects in co-operation with several teaching councillors, and the relevant administrative services.

- Also providing for close co-operation between teachers in specialised education and those in so-called "normal" teaching.

Relations outside school

- Teaching should not be confined to educational content and methods. It had to take into consideration and give priority to relations inside and outside school:

  - relations between teachers;

  - relations between teachers and parents.

- For the implementation of each innovation, a network of relations had also to be set up between parents, teaching staff, teaching councillors, directors of educational departments, regional training centres, educational institutes and ministerial authorities.

- Creation of a parents' school so as to keep them informed and involve them in school life:

  - parents were affected by school programmes and activities;

  - certain aspects of the programme could be covered by parents who were specialists in a particular field;

  - the transfer from nursery school to primary school and then to secondary school would accordingly be more straightforward.

II.3.2 Theme No. 2: "THE ROLE OF HEADTEACHERS IN INNOVATION IN PRIMARY SCHOOLS"

Why were teachers opposed to the introduction of innovations?

Teachers were opposed to change and reacted negatively to any innovation because:

- they were not aware of the need for innovation;

- they did not feel safe, as they were not adequately informed and were afraid of a failure;

- they were afraid of additional work;

- they often belonged to a conservative milieu, from the socio-cultural point of view;

- they regarded innovation as a project imposed by the educational authorities;

- they were afraid of the outcome, owing to lack of information on educational research;

- they had standard stereotypes in regard to teaching and educational attitudes;

- they had been discouraged by similar attempts;

- they were not motivated, as they had not participated in the drafting of the innovatory projects;

- their initial training was inadequate and conformist;

- they were not aware of the dynamic and innovatory facets of the educational sciences;

- they frequently transmitted ideas of social groups which were opposed to the ideology of innovation;

- they were subject to the pressure of their colleagues and of their entourage to maintain the status quo.

What advice would you give to a headteacher in helping the teachers to support an innovation?

- To have good relations with the staff at his school.

- To present the innovation as a joint project, closely linked with the experience and special features of his own school.

- To encourage his colleagues' initiatives and take advantage of their experience and special skills.

- To ensure that they have the free time and financial means necessary to introduce an innovation.

- To schedule and study all the conditions which were necessary and indispensable for the innovation to be a success. In the event of a failure, the headteacher had to accept responsibility for it.

- To know his colleagues well and to be aware of their professional status.

- To have a co-operative attitude towards them and to ask their approval for any innovation, whether inside or outside school.

- To convince the teaching staff of the need for a reneval in teaching.

- To place full confidence in each teacher.

- To embark on the process of innovation by involving oneself and one's closest associates.

- To continue with the same process step by step, evaluate the results obtained and adopt new methods as a result of the evolution of the innovatory project.

What problems arise for the headteacher in introducing an innovation?

- The problems connected with his personality, his training and his general culture.

- Staff changes or shortage.

- Concrete structural problems.

- Parental resistance.

- In general, all the problems connected with the first paragraph of the second theme (teachers' resistance).

What strategies should be adopted to solve those problems?

- Strengthening of the role of the headteacher.

- In-service training specially geared to the problems of innovation.

- Exemption of headteachers from teaching functions.

- All the proposals connected with the second paragraph of this theme ("What advice would you give ...").

What qualities do you consider indispensable for a headteacher to be successful in introducing an innovation?

- Educational skills

A headteacher had to be responsive to 5 areas of innovation:

- Educational goals and principles.

- Organisation of education.

- Content of education.

- Organisation of the co-operation of the teaching staff.

- Organisation of external contacts.

- Administrative skills:

- A knowledge of administrative law

- Flexibility.

- Management skills in connection with educational innovation.

- In the view of the participants, it had become apparent that it was indispensable for an intermediary instance, between the ministry or educational institute or regional training centre and the headteacher, to be set up to support an innovatory project and ensure that it was carried out.

- Only the headteacher was in a position to follow the project through and implement the decisions taken at the higher level in practice.

What initial and in-service training would you advise for a headteacher so that he is capable of performing his duties efficiently?

- Areas of training:

- Administrative: knowledge of administrative law and of management.

- Psycho-educational: better knowledge of the child and of educational practice.

- Relational: an ability to establish contacts easily with staff inside and outside the school.

- Cultural: importance of general culture.

- Characteristics of training:

- It should be both wide and specialised.

- It should also be in-service and connected with the innovatory project.

- By way of conclusion:

An innovatory project had to be well prepared. It was above all essential to create the conditions which were necessary and indispensable for introducing an educational innovation.

II.4 Addresses on new programmes

II.4.1 THE INSTITUTION AND IMPLEMENTATION OF NEW CURRICULA IN PRIMARY SCHOOLS by Mr Stratis KOROMILAS and Mr Ilias KALLONIATIS

At the beginning of his address, Mr KOROMILAS, a pedagogical adviser, Director of primary school teaching programmes at the Ministry of National Education, first of all presented the philosophy and general framework of the new curricula relating to:

- The teaching of a second language (English or French),
- Physical education,
- Aesthetic appreciation,
- The teaching of music and
- Remedial teaching.

He stressed the Ministry's desire for curricular innovation, in view of the general importance of such curricula for the development of the child at primary school and the qualitative improvement in basic education, in the light of the conclusions and recommendations of CDCC Project No. 8: "Innovation in primary education".

The speaker then explained the development and prospects of this innovation and described the stage which the project had now reached, both as it affected the pupils and in regard to the teachers involved in those programmes.

The second part of the same address was delivered by Mr KALLONIATIS, a pedagogical adviser for primary schools and a member of the project group for setting up and implementing the new programmes. In the course of his statement, the speaker stressed the organisational aspects of this operation: ie the schools, classes, pupils and teachers concerned, as well as the hours per week earmarked for the teaching of new subjects in the school timetable.

A subsequent discussion of the participants in the plenary session centred on the following points:

- Evaluation of the content of this teaching.
- Initial and in-service teacher training.
- Follow-up and co-ordination of the new subjects.
- Dissemination of the first findings obtained.
- Problems arising out of the general introduction of this innovation.

II.4.2 FOREIGN LANGUAGE TEACHING (FRENCH - ENGLISH) IN PRIMARY SCHOOLS by Mr TRIANTAPHYLLOU and Mrs Sophia KOURCOUTIDOU

Taking the floor, Mr TRIANTAPHYLLOU, Scientific Consultant at the Educational Institute, first of all stressed the general importance of learning a second modern language at primary school in the context of Europe in the year 1992. He then elaborated on the general problems of English language teaching and briefly presented the work carried out by the Educational Institute's team organising and developing such teaching during its experimental phase.

Then Mrs KOURCOUTIDOU, Teaching Counsellor for French, referring to French language in Greek primary schools, gave a historical summary of this activiy and presented the objectives of the team concerned and its future prospects.

In more specific terms, the lecturer differentiated between two phases in the team's activities:

- Between October 1987 and the end of the academic year 1987, the team had succeeded in:

- drafting the framework for the programme,

- choosing the school books (teaching method),

- drafting methodological instructions,

- informing all those concerned of this operation.

- At the beginning of the 1988 academic year, the team had:

- drafted the curricula for the last 3 years of primary school and the first 3 years of secondary school,

- ensured that these curricula would be implemented by paying visits to the schools,

- presented the findings of the first experimental year of the curricula at the Ithaca Colloquy (June 1988).

II.4.3 PHYSICAL EDUCATION IN PRIMARY SCHOOLS by Mr Panayiotis BELITSOS

In his address, Mr BELITSOS, teaching councillor on physical education, briefly presented the broad outlines of physical education at primary schools, covering the following points:

- Analytical programmes:

- The need to draw up new curricula adapted to the particular requirements of the pupils and to the infrastructure of Greek primary schools.

- The need to constitute a working team, consisting of inspectors, teachers on the spot, educational psychologists and administrative staff to draft the programmes, try them out and eventually implement them.

- Teaching staff:

- Initial .raining of teachers of physical education during the second stage of their studies in the faculties of education - specialisation: "Physical Education".

- Modification of the university department's Physical Education curricula (stress to be laid on pupils between the ages of 4 and 12).

- In-service training of teachers and pedagogical advisers in physical education.

- Information - co-operation of all those involved in teaching physical education at primary schools and elsewhere.

- Infrastructure:

- Equipment of all primary schools for teaching physical education (gymnastics, athletics, games, dancing etc).

- Organisational aspects:

The following were responsible for physical education at primary schools:

Specialised instructors, for small classes and country schools,

Teachers of physical education in the largest primary school classes. They had to form an integral part of primary school staff.

II.4.4 AESTHETIC APPRECIATION IN PRIMARY SCHOOLS by Mr Tassos MOUZAKIS, a pedagogical adviser responsible for the teaching of aesthetic appreciation (plastic arts) at the national level, presented his address, stressing the objectives of this new subject, the purpose of which was to develop:

. the personality of each pupil

. his/her artistic sense

. his capacities for aesthetic exploration

. his inventiveness

. his discernment

. the accumulation of wide-ranging experiences

. his communication with other pupils as well as with his cultural environment.

The speaker subsequently dealt with the problem of in-service teacher training. He advocated a fast and specialised training enabling teachers to be rapidly in a position to teach this new subject, particularly in single-class schools.

Ensuring that pupils were taught aesthetic appreciation and art from the outset of compulsory schooling and at country schools already constituted a contribution to compensating for educational lacunae, so as to reduce social and cultural inequalities. Hence the teaching of plastic arts ought to be compulsory for all children from nursery school up to the end of secondary schooling.

II.4.5 REMEDIAL TEACHING IN PRIMARY SCHOOLS by Mr Pavlos GOUSSIS

The general objectives of this innovation were to prevent functional illiteracy and "para-education" (extra private tuition, which had become more widespread in this country in recent years).

This action, which had been integrated by Mr Theophastos GEROU into the activities of Project No. 8, was accordingly intended to help primary school pupils overcome their learning difficulties in reading and mathematics, by preventing the creation of so-called "special" classes and maladjustment of children to school life.

Mr GOUSSIS subsequently recalled that this innovatory experiment, carried out in over fifty primary schools by teaching councillors, had had a great deal of success, and that more than 1,200 pupils had been able to benefit from it. He stressed the need to create definitive facilities and to make this operation widespread.

Referring to the report of Dr Antonis PAPADOPOULOS' visit to assess the situation at the 128th primary school in Athens, a "contact" school where this project was being implemented (doc. DECS/EGT (88) 12), the speaker then rapidly recalled the objectives defined at the beginning of the project:

- "To help pupils with mild to moderate learning difficulties to reach the educational level of their class and to become able to continue their contact with the regular educational process;

- To help the teachers of children with learning difficulties to understand the problems and peculiarities of such children, change their attitudes, expectations and practices and facilitate their work;

- To help the parents become aware of the special learning needs of their children, appreciate the necessity of compensatory teaching and increase their co-operation with the school;

- To enable the public to increase its awareness of the need for compensatory teaching."

II.4.6 THE NEW CURRICULA FOR MUSIC TEACHING IN PRIMARY SCHOOLS IN CYPRUS by Mr STAVRIDIS

After briefly outlining the place of musical education in primary schools in Cyprus, the speaker stressed the role it played, both in encouraging the emotional, physical and mental development of the child and in providing for and facilitating a differentiated appreciation of music from nursery school onwards.

He then mentioned the activities that should be developed in encouraging musical education:

. listening to music (as well as playing music)

. singing (solo or in groups)

. music accompanied by physical movement

. the use of musical instruments

. the reading and writing of music.

Up to the present time, the teacher had been the only person responsible for musical education in the classroom. The polyvalence required of him was an impediment - except in unusual cases - to a systematic teaching of this subject. With the new curricula, the musical specialist was able to take responsibility for and enlarge upon the general and specific objectives of this new subject, which was so vital for the development of the child and his personal experience.

The purpose of music at primary schools could therefore well be to encourage musical appreciation, over and above the educational aspect. This in fact involved a comprehensive musical education.

II.5. Final proposals of the general Rapporteur (1)

II.5.1 ON THE IMPLEMENTATION OF PROJECT No. 8

- Dissemination of all the documents of Project No. 8, in particular of the final report (in Greek) to all the educational authorities, teacher trainers, researchers, pedagogical advisers, headteachers, teachers, instructors and parents' associations.

This dissemination might also be of interest to Greek university students (educational departments) who would have an opportunity to undertake educational research work, along the general lines of the conclusions and recommendations of Project No. 8.

A dominant role in implementing the Project's findings might be entrusted to the pedagogical advisers who, after the Ithaca colloquy and Delphi seminar, ought to be responsible for disseminating those findings through local seminars or meetings, thereby ensuring that any innovations arising out of project no. 8 were followed up.

Setting up a network of pilot schools at the European level which, under the aegis of the project group, would apply the conclusions and recommendations of Project No. 8.

Consideration could be given to simultaneously setting up centres to encourage educational innovation, as well as data banks on experiences of innovation.

Reform of the curricula at the primary and secondary school level, so as to give education a European dimension in all subjects, particularly history and geography.

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(1) The General Rapporteur, Mr George MAVROIDIS, had also been member of Project Group No. 8, from 1985 onwards.

Joint training modules ought to point the way to a democratic, multilingual and multicultural Europe.

This reform of the curriculum ought obviously to involve changes in the training of teachers and teaching staff.

- Involvement of parents in innovation by setting up genuine educational programmes: radio, television, "school for parents".

- Initial teacher training, which took place at quasi university level in Greece, ought to be geared to:

. Teaching based on projects and team work

. Initiation into educational research

. Integration of educational practice into every kind of training (initial or in-service)

. Analysis of instructive situations and study of educational objectives.

II.5.2 ON THE NEW CURRICULA

The Delphi Seminar had clearly given priority to the future of new curricula at Greek primary schools.

Generally speaking, it laid emphasis on the need:

- to support this innovation: the administrative and central authorities ought to give precise instructions and provide sufficient funds to support and expand those curricula;

- to evaluate the new curricula; this evaluation ought to be conducted by experienced specialists: teachers, educational administrators, managers and researchers.

- to establish a professional profile and provide appropriate initial and in-service training for teaching staff affected by this innovation.

II.6. Closure of the colloquy

Mr Th. GEROU, Chairman of the Organising Committee and a former member of Project group no. 8 of the Council for Cultural Co-operation (CDCC) on "Innovation in primary education", closed the colloquy.

Mr GEROU particularly stressed the vital contribution made by Project No. 8 to Greek primary education, both in introducing the new curricula and in initial and in-service teacher training. The conclusions and recommendations of the European project constituted direct support for the Greek project on new primary school curricula: it was a happy coincidence that project no. 8 had materialised at a time when the Greek Ministry of National Education had decided to introduce curricular innovations.

The principles of early learning of foreign languages at primary school, the development of aesthetic appreciation, the encouragement of creative expression on the part of the child, differentiated teaching for all, and remedial teaching for pupils with school difficulties had all been directly influenced by project no. 8.

The reform of the initial and in-service teacher training system, currently under consideration in university educational departments (degree in education) - although initiated at a slightly earlier date - constituted one of the guidelines of the same European project.

Mr GEROU then paid tribute to the European authorities which had initiated, elaborated on and run this project and followed up its findings.

On behalf of all the participants, he warmly thanked the representatives of the Council of Europe, and in particular Mrs Giulia PODESTÀ, for her valuable contribution to the organisation of this colloquy.

He also thanked the organisers and speakers as well as all the participants for the variety and breadth of the subjects dealt with throughout this working session.

Mrs PODESTÀ in turn took the floor to thank Mr GEROU for his kind remarks. She extended her thanks to all the participants and to the organising committee for holding the colloquy. In conclusion, she said how pleased she had been to have an opportunity of being directly informed about the Greek educational system.

III. APPENDICES

APPENDIX 1

PROGRAMME OF THE SEMINAR

Sunday 18 September 1988

Afternoon : Welcome of the participants

8 - 10 pm : Dinner

Monday 19 September 1988

8 - 9 am : Plenary session and opening of the colloquy
Chairman: Mr Theophrastos GEROU
Speeches by the Greek authorities and by the Representative of the Council of Europe, Mrs Giulia PODESTÀ

10.30 - 11 am : Break

11 am - 12 noon: Lecture by Dr Antonis PAPADOPOULOS, Director of Primary Education, Ministry of Education (Cyprus)
"The chief messages of Project No. 8 - Innovation in primary education"

12 - 1 pm : Lecture by Dr Dook KOPMELS
Director of the Regional Pedagogic Centre of Zeeland (Netherlands)
"School improvement from within"

1.30 pm - 3 pm : Lunch

5.30 - 8 pm : Work in Groups
(Organiser: Mr George MAVROIDIS, paedagogical adviser)

8 - 10 pm : Dinner

Tuesday 20 September 1988

8.30 - 10.30 am: Plenary session; Chairman: Mr George MAVROIDIS
Presentation of the work of the groups
Discussion - conclusions

10.30 - 11 am : Break

11 am - 1 pm : Plenary session; Chairman Mr George MAVROIDIS
Lecture by Dr Antonis PAPADOPOULOS
"The role of the headteacher in innovation in primary schools". Discussion

1 - 3 pm : Lunch

5.30 - 8 pm : Work in Groups
(Organiser: Dr Antonis PAPADOPOULOS)

8 - 10 pm : Dinner

Wednesday 21 September 1988

8.30 - 10.30 am: Plenary session; Chairman: Mr Achilléas LEONDARIS
Presentation of the work of the groups
Discussion - conclusions

10.30 - 11 am : Break

11 am - 1 pm : Plenary session; Chairman: Mr Achilléas LEONDARIS
Address: "The Institution of New Curricula in Primary Schools" (physical education, foreign languages, music and aesthetic appreciation)" by Mr Stratis KOROMILAS and Mr Ilias KALLONIATIS, paedagogical advisers

Discussion

1 - 3 pm : Lunch

Afternoon : Visit to the museum and archeological site of Delphi

7 - 8 pm : Plenary session: Chairman: Mr Achilléas LEONDARIS
Address: "The Institution and Implementation of the New Curricula" (continued) by Mr Stratis KOROMILAS and Mr Ilias KALLONIATIS,
Address: "The Innovations at Bulgarian Primary Schools" by Mr Georgi PASHEV, Professor of Psychology at the University of Sofia
Discussion.

8 - 10 pm : Dinner

Thursday 22 September 1988

8.30 - 10.30 am: Plenary session; Chairman: Mr Dionyssios MELAS
Address: "The Teaching of Foreign Languages (French and English) in primary schools"

by Mrs Sophia KOURCOUTIDOU, paedagogical adviser, and Mr Triantaphyllos TRIANTAPHYLLOU, Scientific Assistant at the Educational Institute

Discussion

10.30 - 11 am : Break

11 am - 1 pm : Plenary session; Chairman: Mr Dionyssios MELAS
Address: "The New Curricula for Physical Education at Primary Schools"
by Mr Panayiotis BELITSOS, paedagogical adviser

Discussion

1 - 3 pm : Lunch

6 - 8 pm : Plenary session; Chairman: Mr Dionyssios MELAS
Address: "Arts Education in Primary Schools"
by Mr Tassos MOUZAKIS, paedagogical adviser

Discussion, followed by a concert

8 - 10 pm : Dinner

Friday 23 September 1988

8.30 - 10.30 am: Plenary session; Chairman: Mr Dimitrios TOULOUPIS
Address "Compensatory Education in Primary Schools", by Mr Pavlos GOUSSIS

Discussion

10.30 - 11 am : Break

11 am - 1 pm : Plenary session; Chairman: Mr Dimitrios TOULOUPIS
Address: "The New Curricula for Music Teaching in Primary Schools in Cyprus"
by Mr STAVRIDIS

Discussion

Closure of the colloquy by Mr Theophrastos GEROU

1 - 2 pm : Lunch

Afternoon : Visit to Antikyra

Saturday 24 September 1988

Morning : Departure of the participants.

APPENDIX 2

QUESTIONNAIRES

A. QUESTIONNAIRE No. 1

INNOVATION - IMPROVEMENT IN SCHOOLS
(Topics for group discussion)

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1. The model of five zones of innovation from within shows that improvement in schools does not only concern the content of teaching.

2. Changes can be brought about in other fields, in particular with regard to:

- educational objectives,
- the organisation of school life,
- co-operation between teachers,
- improvement in relationships outside school (parents, councillors ...).

3. In order to improve school life in general, there is one basic prerequisite: to establish satisfactory relations between:

- pupil - pupil
- pupil - teacher
- teacher - teacher
- teacher - parents.

Teachers are not always trained to cope with this problem. They need support in finding appropriate solutions.

4. Co-operation between teachers in a given school is the "essence" of school improvement. How therefore can teachers and headteachers be helped to improve the organisation of school activities?

What is the present situation in our schools?

What still remains to be done?

What are your suggestions?

B. QUESTIONNAIRE NO. 2

THE ROLE OF THE HEADTEACHER IN INNOVATION IN PRIMARY SCHOOLS
(Topics for group discussion)

1. Teachers are often opposed to change. Why is this, in your opinion? How would you advise a headteacher to assist his/her teachers in supporting the innovations?

2. What sort of problems does a headteacher encounter when he attempts to introduce and adopt an innovation? What strategies should be followed to solve those problems?

3. What abilities would you consider indispensable for a headteacher to be successful in introducing an innovation?

4. What initial and in-service training would you recommend to enable a headteacher to fulfil his duties as director effectively, in view of the difficulties inherent in introducing an innovation: opposition on the part of teachers, negative attitudes of parents, etc ...?

APPENDIX 3

LIST OF PARTICIPANTS

1. Seminar to disseminate the findings of CDCC Project No. 8 (Delphi, 19-23 September 1988)

Paedagogical advisers in primary education

1	PAPAGEORGIOU	Georgios
2	MAKRAS	Angelos
3	KARSANIDIS	Evangelos
4	ALANTZAS	Georgios
5	KONSTANTELIS	Ch.
6	PSARRI	Soultana
7	APOSTOLOPOULOS	Andreas
8	MOSCHOS	Georgios
9	DASKALAKIS	Dimitrios
10	BAKAÏMIS	Aristidis
11	TSAKALIDIS	Apostolos
12	MARKOPOULOS	Apostolos
13	NIKOLAÏDIS	Michalis
14	MARAVGAKIS	Georgios
15	GEORGITSIS	Dimitrios
16	TSIMAKIS	Anthanasios
17	DARILLIS	Diogenis
18	MARATIS	Panayiotis
19	ZAMBETAKIS	Michail
20	EUSTATHIADIS	Siméon
21	DIMAS	Georgios
22	DONAS	Adamantios
23	PAPAZOGLOU	Konstantinos
24	YIAZKOULIDIS	Polizois
25	EXARCHOU	Georgios
26	TASSOPOULOS	Christos
27	MANOLIADIS	Chrisostomos
28	FYSSIKOUDIS	A.
29	KASSIRIS	Gavriil
30	ZARAPHIDIS	Konstantinos
31	STOYIANNIS	Zissis
32	PETSALNIKOS	Konstantinos
33	CHISSAS	Panteleimon
34	VORRAS	Konstantinos
35	ANGELIS	Apostolos
36	GEROPOULOS	Apostolos
37	GEROSTATHIS	Georgios
38	TOULAS	Dimitrios
39	DALAMANGAS	Nicolaos
40	KONTONADIOS	Victor
41	PANDIS	Ioannis
42	DIMOULAS	Vassilios
43	TENDOLOURIS	Ioannis
44	ZANGANAS	Taxiarchos
45	KOSTANTARAS	Dimitrios
46	ANTONIOU	Antonios
47	KOUKMANIDOU	Phroso
48	GRIVELLAS	Lampros

49	CHRONIS	Georgios
50	ZANGAS	Konstantinos
51	KARAYIANNIS	Dimitrios
52	PAPADIMITRIOU	Konstantinos
53	ROUSSIS	Spiros
54	YIANNOULIS	Konstantinos
55	ANDRIOPOULOS	Konstantinos
56	MARKOPOULOS	Dimitrios
57	NAKOLITSEAS	Epaminondas
58	CHONDROULIS	Athanasios
59	FILIOTI	Georgia
60	BOUTSIKAS	Andreas
61	KYRIAKOPOULOS	Konstantino
62	SARANDOS	Angelos
63	FILIPPOPOULOS	Anastasios
64	KYRIAKAKIS	Konstantinos
65	FASSATAKIS	Nicolaos
66	CHAMBIPIS	Konstantinos
67	KATSOULAS	Dimitrios
68	VLACHADIS	Thomas
69	ANESTOS	Christos
70	ORFANOS	Dimitrios
71	NOUNIS	Theod.
72	TOULOUPIS	Dimitrios
73	THEOCHARAKIS	Georgios
74	ALVANOS	Georgios
75	PALAIOLOGOS	Andreas
76	GOUSSIS	Pavlos
77	KOTSIONIS	Panayiotis
78	LEONDARIS	Achilléas
79	MAVROÏDIS	Georgios
80	VOUKELATOS	Spiros
81	ANGELOPOULOS	Telemachos
82	KROKOS	Anastasios
83	MANAKAS	Grigorios
84	TEMBELIS	V.
85	KOROMILAS	Stratis
86	KALLONIATIS	Ilias
87	SOTIRIS	Sotiris
88	ANGELIS	Chr.
89	KARYIOTIS	Panayiotis
90	PAPAKOSTOULAS	A.
91	DRIMOUROS	D.
92	MAKRIS	Stamatios
93	KYRIAKOPOULOS	Georgios
94	KROMBAS	Panayiotis
95	SCHIZAS	Panayiotis
96	YIANNIKOS	Ioannis
97	KAKAVELAKIS	Stilianos
98	KOSTRIVA	Eutichia
99	ANTONIOS	Zossis
100	TZAMOURANIS	Grigorios
101	CHATZIYIANNAKIS	Konstantinos
102	RELLOS	Nicos
103	APOSTOLAKIS	Nicos
104	SAKLAMBANAKIS	Emmanuil
105	MANDAS	Georgios
106	NIKOLAKAKIS	Emmanuil
107	KARAVALAKIS	Ioannis

108	PERPIRAKIS	Georgios
109	LAMBROU	Euthimios
110	MATHIAKAKI	Maria
111	MANOUSSAKIS	Stilianos
112	PATERAKIS	Konstantinos
113	CHALKIADAKIS	Emmanuil
114	PAPOUTSAKIS	Eleutherios
115	AGIORGIOTAKIS	Vassilios
116	PETINARAKIS	Charalambos
117	ZOGRAPHOS	Athanasios
118	ROMANOS	Grigoris
119	KALAPODAKIS	Spiros
120	VLACHIDIS	Thomas
121	ANTONIADIS	Thomas
122	MALAMOS	Evangelos
123	YIANNOPOULOS	Photios
124	ANGELIDAKIS	Iossiph
125	PAPARIZOS	Christos
126	LADOYIANNI	Athanasia
127	BOUBOURENIAS	Ioannis

Heads of Directorates and Educational Departments - Primary Education

1	TZORTZIS	Pavlos
2	BILIBINIS	Nicolaos
3	SOPHIANOS	Pantelis
4	NIKOPOULOS	Athanasios
5	KALDANIS	Dimitrios
6	ALEXANDROPOULOS	Theodoros
7	TSIRONAS	Ioannis
8	PHACHTOURIDIS	Ioannis
9	GOURANIS	Dimitrios
10	GRAMMATIKOPOULOS	Dimitrios
11	MIZAMOPOULOS	Philippos
12	NIKOLAÏDIS	Iraclis
13	ANTONIOU	Christos
14	PAPANIKOLAOU	Nicolaos
15	KARAYIANNIS	Konstantinos
16	KALIAKATSOS	Spiros
17	SKENDOS	Georgios
18	TEPHAS	Georgios
19	PAPAÏOSSIPH	Konstantinos
20	BARKATSAS	Ioannis
21	SAKELLARIOU	Ilias
22	GARNELLIS	Eleutherios
23	MIKRONIS	Ioannis
24	MARINOS	Panayiotis
25	RIGAS	Nicolaos
26	THALERITIS	Dimitrios
27	KALOGIROU	Pantelis
28	ALEXANDRIS	Christos
29	ANGELOU	Vassilios
30	AÏDINIS	Thomas
31	MARINAKIS	Aristidis
32	CHATZILIAS	Dimitrios
33	KONSTANTARAS	Vassilios
34	SKLIROS	Yiannis
35	KELESSIS	Vassilios
36	ZOSSIS	Argiris

37	TZIANOPOULOS	Panayiotis	
38	KOSTOPOULOS	Konstantinos	
39	IATRODELLIS	Georgios	
40	KANDILIS	Ioannis	
41	SKANDALIDIS	Michail	
42	SIPHAKIS	Emmanuil	
43	PHOTAKIS	Ioannis	
44	PANAGOPOULOS	Theodoros	
45	KALAÏTZIDIS	Ioannis	
46	KATSOUDAS	Dimitrios	
47	BAKALIAKOS	Ioannis	

2. Course on "Teacher effectiveness training"
(Delphi, 19-26 September 1988)

1	THEOCHAROPOULOS	Charalambos	Teacher
2	GERONDINIS	Athanasios	Teacher
3	KARANTZOGLIS	Stavros	Teacher
4	LAMBROU	Sotiris	Teacher
5	MATANAS	Konstantinos	Teacher
6	CHAROYIANNIS	Nicolaos	Pedagogical Adviser
7	KATSOULI	Panayiota	Teacher
8	KAKAYIANNAKI	Anthia	Teacher
9	KATSARA	Konstantia	Teacher
10	KONTOPOULOU	Despina	Teacher
11	EPSIMOS	Alexandros	Teacher
12	ROMANOS	Grigoris	Pedagogical Adviser
13	POSSIDON	Zairis	Teacher
14	THASSOU	Maria	Teacher
15	YIANNARIS	Ioannis	Teacher
16	TSAGARAKIS	Panayiotis	Pedagogical Adviser
17	STEFANIDIS	Philippos	Teacher
18	SPANDIDAKIS	Ioannis	Teacher
19	KARANASSIOS	Christophoros	Teacher
20	KONTOGIORGIS	Vassilios	Pedagogical Adviser
21	VASDEKI	Vassiliki	Teacher
22	KOLOVOU	Eleni	Teacher
23	BAKOS	Athanasios	Teacher
24	KLADOURA	Victoria	Teacher
25	SERAPHIM	Evangelia	Teacher
26	PAPACHRISTOU	Evangelia	Teacher